DOCUMENT RESUME

ED 194 289 RC 012 360

TITLE	Planning and Programming for the Third Cycle of APEID: A Framework. Report of a Study Group Meeting, Bangkok, 5-8 April 1980.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Bankok (Thailand). Regional Office for Education in Asia and Oceania.
PUB DATE	80
NOTE	47p.: Not available in paper copy due to publisher's preference.
AVAILABLE FROM	UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Educational Development; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Guidelines; *International Programs; Long Range Planning; *Organizational Objectives; *Policy Formation; *Program Development; Program Evaluation; Rural Development
IDENTIFIERS	Asia; *Asian Programme Educational Innovation Development

ABSTRACT

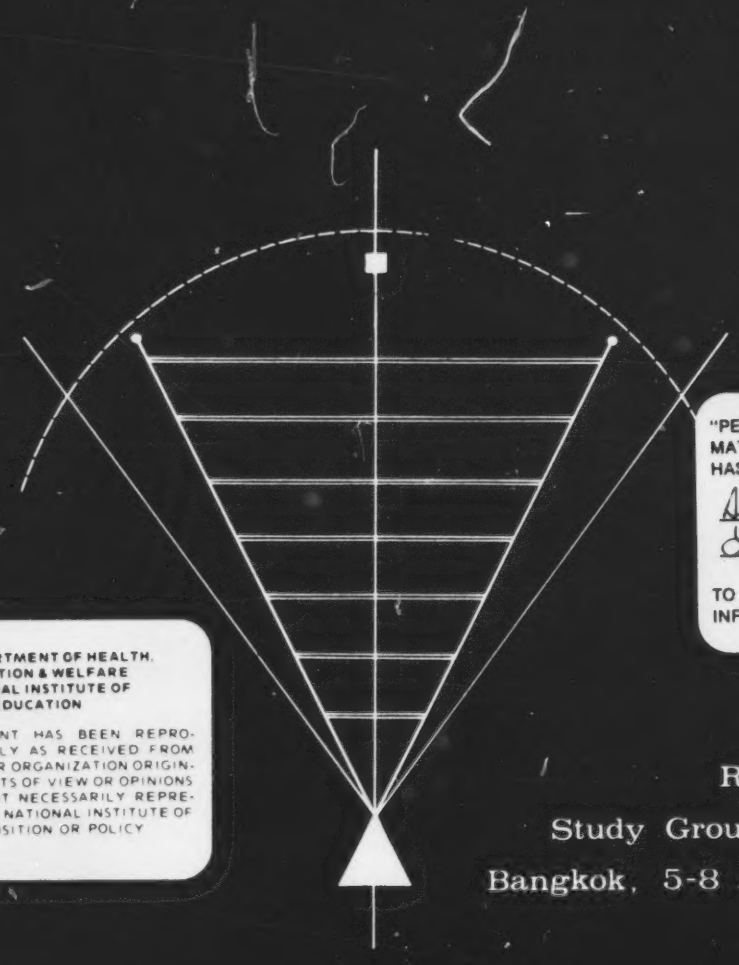
Presented to the first session of the advisory committee on Regional Co-operation in Education in Asia and Oceania, this report summarizes the preparatory studies and reflections on the scope and design of the Asian Programme of Educational Innovation for Development (APEID) future programs, as discussed by a group in Bangkok in April, 1980. Objectives of the study group included: (1) to develop guidelines and methods of operation for the evaluation of the second cycle of APEID: (2) to suggest mechanisms, methods, and approaches to be used for developing the scope and design of the third cycle: and (3) to identify new thrusts and concerns emerging in the region and suggest studies and activities which could be included in the third-cycle work plan of APEID. The report of the meeting, along with modifications, contains the development of guidelines, a discussion on the renewal of institutional mechanisms and methods of work, the preliminary framework of the scope and design of the third cycle, and preparatory activities for elaborating the scope and design of the third cycle. The body of the report contains footnoted comments and observations of the advisory committee. Annexes include the agenda, address of welcome by the Assistant Director-General, list of participants and names of group members. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ASIAN PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT APEID

ED194289

Planning and Programming for the third cycle of APEID: a framework



"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Dr. Maria Lao Sunthara

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Report of a
Study Group Meeting
Bangkok, 5-8 April 1980

RC012360

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND OCEANIA
Bangkok, 1980

APEID Study Group Meeting on the Planning and Programming for the Third Cycle of APEID, Bangkok, 5-8 April 1980.

Planning and programming for the Third Cycle of APEID: a framework; report. Bangkok, Unesco, 1980.

37 p. (Asian Programme of Educational Innovation for Development)

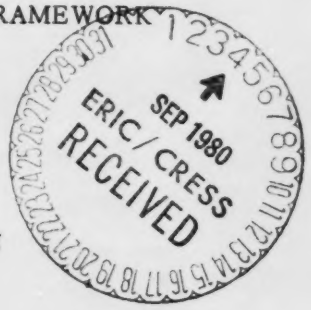
1. EDUCATIONAL INNOVATIONS - ASIA. 2. PROGRAMME PLANNING - ASIA. I. Unesco. Regional Office for Education in Asia and Oceania, Bangkok. II. Title. III. Series.

371.39

APEID

Asian Programme of Educational Innovation for Development

PLANNING AND PROGRAMMING FOR THE THIRD CYCLE OF APEID: A FRAMEWORK



Report of a Study Group Meeting
Bangkok, 5-8 April 1980

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND OCEANIA
BANGKOK, 1980

SEP 2 1980

© Unesco 1980

Published by
the Unesco Regional Office for Education in Asia and Oceania
920 Sukhumvit Road, P. O. Box 1425, Bangkok G. P. O.
Bangkok, Thailand

Printed in Thailand

The contents of this publication represent the opinions of the participants of the Study Group Meeting and do not necessarily coincide with the official position of Unesco. No expression of opinion is intended herein concerning the legal status or the delimitations of the frontiers of any country or territory.

BKA/80/RHM/379-1200

The Planning and Programming Study Group Meeting on the Asian Programme of Educational Innovation for Development (APEID) held at Bangkok from 5 to 8 April 1980 was convened on the recommendation of the Sixth Regional Consultation Meeting on APEID (India, 1979) to consider the evaluation of the second cycle and reflect on the scope and design of APEID's third cycle.

The Final Report of the Study Group Meeting was presented to the First Session of the Advisory Committee on Regional Co-operation in Education in Asia and Oceania, which met at Bangkok from 9 to 14 April 1980, as one of the working documents to facilitate consideration of its agenda item 'Measures for Reinforcing Regional Co-operation in Education in Asia and Oceania'.

The relevant comments and observations of the Advisory Committee on the report of the Study Group Meeting are presented as footnotes in the body of this Report.

OFFICERS OF THE MEETING

Chairman

Tan Sri Dato Haji Murad bin Mohammed Noor

Vice-Chairmen

Dr. Malcolm Skilbeck

Dr. Paz G. Ramos

Rapporteur General

Mr. M.A. Qureshi

Rapporteurs

Mr. A.R. Chowdhury

Dr. Vichai Tunsiri

Secretaries

Dr. A. Latif

Dr. M.C. Pant

TABLE OF CONTENTS

Introduction			1
PART I	:	Development of guidelines and methods of evaluating the second-cycle programme of APEID	3
PART II	:	Renewal of institutional mechanisms and methods of work	9
PART III	:	The scope and design of the third cycle: A preliminary framework	17
PART IV	:	Preparatory activities for elaborating the scope and design of the third cycle of APEID	28
Annexes	:	I. Agenda	30
		II. Address of welcome by Mr. Raja Roy Singh, Assistant Director-General of Education, ROEAO	31
		III. List of participants	34
		IV. Group members	37

INTRODUCTION

1. Background

The Sixth Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (APEID), (Bangalore, India, 1979) recommended that a Planning and Programming Study Group be established to develop preparatory studies and reflect on the scope and design of APEID's future programmes. The Study Group Meeting was convened at the Unesco Regional Office for Education in Asia and Oceania (ROEAO), Bangkok, from 5 to 8 April 1980.

2. Terms of reference

The Meeting had the following terms of reference:

a) In the light of the experience of the evaluation of APEID's first cycle performance, and recommendations of the Fifth and Sixth Regional Consultation Meetings, to develop guidelines and methods of operation for the evaluation of the second cycle of APEID;

b) To suggest mechanisms, methods and approaches to be used for developing the scope and design of the third cycle, with focus on: (i) new orientations; (ii) organizational framework; (iii) developmental themes which should find place in the third cycle; and (iv) methods of operation; and

c) To identify new thrusts and concerns emerging in the region and, based on these, suggest preparatory studies and specific activities which should be undertaken by the Associated Centres/ National Development Groups, and which could be included in the third-cycle work plan of APEID.

The agenda of the Meeting is in Annex I.

3. Participation

The Meeting was attended by participants from 13 countries, who included the Chairmen and senior members of the National Development Groups and heads of Associated Centres, and three observers.

The list of participants and observers is in Annex III.

4. Officers of the Meeting

At the first plenary session, the Meeting unanimously elected Tan Sri Dato Haji Murad bin Mohamed Noor (Malaysia) as Chairman; Dr. Malcolm Skilbeck (Australia) and Dr. Paz G. Ramos (Philippines) as Vice-Chairmen; Mr. M.A. Qureshi (Pakistan) as Rapporteur-General; Mr. A.R. Chowdhury (Bangladesh) and Dr. Vichai Tunsiri (Thailand) as Rapporteurs. Dr. A Latif and Dr. M.C. Pant from ACEID acted as Secretaries of the Meeting.

5. Work of the Meeting

The Meeting was opened by Mr. Raja Roy Singh, Assistant Director-General, ROEAO. After welcoming the participants, he traced the development of APEID, recounted its three defining characteristics and invited the attention of the Meeting to address itself to two important tasks, namely, how the working of APEID during the second programming cycle should be evaluated; and to recommend the new thrusts and concerns in the Member States which could form the basis for APEID's programme for the third cycle (the full text of the address appears in Annex II).

The Meeting held four plenary sessions in which it considered the various items of the agenda. To facilitate the work, it also divided itself into two groups to make an in-depth analysis of agenda items 5 and 6 through one group, and agenda items 7 and 8 through another group. The composition of the groups appears in Annex IV. The group reports were then considered in a plenary session and synthesized. In the closing session on Tuesday, 8 April 1980, the Meeting considered and adopted its report with modifications, which have been incorporated in this final report.

Part I

DEVELOPMENT OF GUIDELINES AND METHODS OF EVALUATING THE SECOND-CYCLE PROGRAMME OF APEID

1. Background

The Asian Programme of Educational Innovation for Development (APEID) is a co-operative endeavour of the Member States sharing a commonality of outlook towards progress and change, requiring the active participation of individuals and groups as agents and beneficiaries of the change. It is essentially a programme of 'regional co-operation' in the spirit of Technical Co-operation among Developing Countries (TCDC)[1] and is aimed at promoting self-reliance through strengthening of the national capabilities for undertaking educational innovation contributive to endogenous national development. The relationship among the partners is based on reciprocity and mutual learning, and the main strategy used to achieve the objectives of the Programme is sharing and joint appraisal of experiences through a variety of methods.

2. Evaluation of the first cycle

The first cycle of APEID was evaluated in 1977 in the light of the objectives and the activities of APEID in which the countries had participated, through the concerned Associated Centres or other ways. Another purpose of the evaluation exercise was to make suggestions on the scope and design of the programme of APEID's second cycle after suitable consultations in the countries and through a study of the national trends in educational development in the countries.

Three main elements were covered in the evaluation: attainment of objectives; effectiveness of the modes of operation through various activities; and the products and their dissemination.

3. Suggestion on the design of evaluation for the second cycle

The following suggestions provide a broad framework from within and through which an evaluation design and evaluation programme are to be developed by the mechanism of a task force, to be assembled as soon as possible by ACEID.

---

[1] The Advisory Committee agreed that, in the area of regional co-operation in education, the mechanism of TCDC (Technical Co-operation among Developing Countries), in partnership with developed countries, has proved successful and in tune with the aspirations of the countries and should be the principal mode of action, both in terms of an increase in the number of areas to be covered as well as in terms of the intensity and depth of the co-operation.

Planning and programming for the third cycle of APEID

3.1 Rationale, general principles of operation and outcomes

The main purposes of the evaluation are:

a) To provide the knowledge base needed to improve and strengthen the Programme;
b) To make suggestions for improving institutional mechanisms and methods of operation;
c) To provide information on the performance of the Programme to participants and clients;
d) To provide knowledge and ideas for the design of the third cycle;
e) To indicate ways of future monitoring of the Programme.

A number of general principles should guide the evaluation. These include:

a) Participatory, with opportunity for all member institutions to participate;
b) Open and constructively critical;
c) Responsive to diverse national, cultural, social and political context;
d) Prospective rather than retrospective in emphasis;
e) Communicative to participants and clients;
f) Expressive of the evolution, development and changing nature of the Programme rather than focused on immediate and short-term outcomes;
g) Analytical of key terms and concepts;
h) Concerned with linkages between national development goals, programmes and specific innovations;
i) Cognizant of mutually supplemental relationship between APEID and other programmes of Unesco and UNDP;
j) Focused on growth points.

The major outcomes anticipated from the evaluation are:

a) Increased awareness and understanding by the participating institutions and bodies of the nature and achievements of the Programme;
b) Improved capacity to identify and manage problems arising;
c) Documents and reports to contribute to programme planning of the third cycle;
d) A readable and interesting account of the evolution and main features of APEID's second cycle.

3.2 Objectives of the evaluation

The objectives of the evaluation may include:

a) To assess the extent to which regional co-operation for sharing of experiences has taken place;
b) To assess the extent to which technical co-operation has been achieved through the Programme;
c) To assess the extent to which the national capability for educational innovation has been strengthened by participation in the Programme;

d) To ascertain how far the aims, purposes and objectives of the programmes as stated have been achieved in practice;
e) To assess the extent to which existing institutional mechanisms and methods of operation have contributed to the realization of the aims of the Programme, and what changes, if any, may be needed;
f) To provide insights into perception, attitudes, values and understanding that the clients and participants have in relation to the Programme;
g) To suggest ways of improving programme planning and implementation;
h) To indicate the different levels and forms of participation of the Associated Centres (ACs), the National Development Groups (NDGs), and ACEID, and identify the difficulty in, and barriers to their optimal participation;
i) To assess, as far as practicable, the outcomes and results of the Programme in the education systems of the participating countries;
j) To consider the impact of APEID participation on selected Associated Centres.

3.3 Foci

The evaluation will need to select foci within the wide and diverse range of activities in the Programme. The foci may be categorized according to:

a) Broad areas, for example, the capacity and resources the NDGs have for determining the types of innovation needed, in the context of the Programme, institutional structures for promoting innovation, resources for implementing innovations and radiation effects; and
b) Specific projects which could comprise case studies of selected innovative programmes, possibly independently evaluated.

A preliminary identification of possible foci from which selection is to be made for the evaluation is as follows:

a) Social, political, cultural context of educational innovation;
b) What is meant or intended by innovation for development;
c) Endogenous innovations in national settings;
d) Aims, values and goals of the Programme;
e) Major content areas, for example, substantive areas such as science education; process areas such as teacher education;
f) The role of Associated Centres, NDGs, regional consultation meetings and ACEID;
g) Profiles of attitudes, interests, values, perception and behaviours of selected participants and clients;
h) Futuristic, visionary and other forward-looking activities in the Programme;
i) Spin-offs from the Programme;

j) Research data/knowledge base used for the design of activities;
k) Methods of operation used, e.g., workshops, seminars, curriculum projects, attachments and study visits.

3.4 Procedures to be adopted

Because of the comprehensive and varied nature of the Programme and the limitations on time and resources of the evaluation, procedures to be adopted in the evaluation must be both selective and responsive to the range of activities. Thus the procedures should be both practical and reliable. The procedures may include:

a) Self-evaluation together with external resource persons by invitation;
b) Direct communication to participants in the Programme;
c) Different procedures should be adopted in the case of objectives, programme design, implementation, inputs, outcomes and products;
d) Interchange of evaluators in multinational (i.e. sub-regional) groups;
e) Existing programme documentation to be utilized;
f) Analysis of documentation to be undertaken by the Secretariat with the necessary technical support;
g) Detailed procedures will include, in addition to written questionnaires, face-to-face dialogues and adversary approaches.

3.5 Organization and management

The organization and management of the evaluation will comprise the following:

a) A small task force, under the aegis of APEID, will be established to: design and plan the evaluation; commission specific studies and obtain consultancy services on technical matters such as the development of instruments; monitor the evaluation as it progresses; prepare progress reports and the final synthesis report which will be submitted to the Regional Consultation Meeting;
b) Each country will be invited, through the NDGs or National Commissions, to endorse the proposal for an evaluation design, provide suggestions for the task force to incorporate in its evaluation programme, and establish a national team to include, on request, an external resource person, to ensure participatory and individual self-evaluation by the Associated Centres. The national teams will prepare reports on their own activities;
c) The Secretariat will establish sub-regional evaluation teams (the procedures adopted for the evaluation of the first cycle could be adopted for the establishment and functioning of the sub-regional teams);
d) The reports of the sub-regional teams will be made available to the task force for the preparation of a synthesis evaluation report for presentation to the Regional Consultation Meeting

The preparatory studies and other activities suggested for the elaboration of the scope and design of the third cycle in the last part of this report should also be made available to the sub-regional evaluation teams.

The Secretariat, with the advice of the task force, will prepare a detailed timetable for the implementation of the evaluation. Roles and terms of reference will need to be defined for the various agencies involved in the evaluation and for the Secretariat's contribution to the evaluation. The first step towards this is provided in the chart on the following page.

SUGGESTED STEPS AND TIME-TABLE FOR EVALUATION OF APEID'S SECOND CYCLE AND CONSULTATIONS ON ITS THIRD CYCLE

Agencies	Apr.-May-Jun. 1980	Jul.-Aug.-Sept. 1980	Oct.-Nov.-Dec. 1980	Jan.-Feb-Mar. 1981
Associated Centres	Invited, directly or via NDG, to develop their own forward plan re third cycle	Evaluate their participation		i) Assist Sub-regional evaluation teams discussions ii) Some ACs to attend the seventh RCM
NDGs	Convene meeting for consideration of Report. Establish multi-disciplinary group to assist in developing own forward plan and participation		Synthesize ACs' evaluation reports. Evaluate their own participation.	i) Hold discussions with sub-regional evaluation teams ii) Attend the seventh RCM
ACEID	Invite actions/ participation. Establish Evaluation Task Force Arrange resource persons.	On advice of Task Force, commission studies, e.g. on innovation for devel., case studies on innov.	Establish sub-regional evaluation teams	Prepare for RCM
Sub-regional evaluation teams				Visits and evaluation reports of the Sub-regional teams
Evaluation Task Force	Meet and prepare design and instruments			Along with ACEID synthesize evaluation reports received from sub-regional teams
Resource persons		Assist ACs and NDGs, as and when needed		
Seventh RCM				Suggests the scope, design, and work-plan

Note: Throughout the exercise, ACEID will provide necessary support.

Part II

RENEWAL OF INSTITUTIONAL MECHANISMS AND METHODS OF WORK

The experiences of the second-cycle operations so far has shown that the institutional mechanisms and the methods of work used under the Programme are basically sound and effective.1/ However, certain problems such as co-ordinating the work of the Associated Centres at the national level, identifying sharable experiences within the participating countries, disseminating information on innovations to the grass-roots level, organizing national-level activities to collect national experiences that could be fed into the regional network,2/ translating information and documents into national languages, encouraging and catalysing innovations down to the institutional level within the country still remain a common concern.

Based on the experiences of the participating Member States, the following suggestions are made to improve the mechanisms and methods of work.

1. Institutional mechanisms

a) National Development Groups (NDGs)

The NDGs have to play a key role in the Programme and, in order to do this, a number of steps have been taken in the various countries. Some countries have attempted or considered assigning more vital roles to NDGs in policy planning and research co-ordination. Some have constituted sub-national development groups. There is need to consider such experiences, particularly those relevant to new responsibilities assumed by the NDGs and members of its network. Perhaps of crucial significance at the moment are the linkages between the NDGs (including members of their networks) and other policy planning or research co-ordination mechanisms in each country, focusing on the question of overlaps, conflicts, modes of co-ordination and collaboration. Some of these matters would be country specific; others of more general relevance. These experiences should be documented and disseminated by ACEID among the member countries.

1/The Advisory Committee stressed that regional co-operative programmes should, deliberately and by design, try to build bridges between one development sector and another, both in the interaction at the national level and inter-agency action at the regional level.

2/The Advisory Committee observed that the principle of regional networking in education has proved effective. Networking is a method whereby effective use can be made of existing educational institutions and related facilities in the region without the need for expansion and creation of new infrastructures.

Planning and programming for the third cycle of APEID

Recommendations have been made by the Regional Consultation Meetings (RCMs) that the NDGs should undertake briefing of the participants of APEID, play a more effective role in information development and dissemination, and organize national workshops preparatory to each RCM. Also, some experiences are available of initial efforts made by the NDGs to promote dissemination of information, exchange of personnel and experiences among the institutions within the country. These need to be reinforced. In addition, consideration of allocation of an 'area of innovation' to a particular Associated Centre (AC) should be a function of the NDG in consultation with the AC, taking into account the functions of the AC, its resources, available expertise, experiences and insights relevant to that particular area and its commitment to that area of innovation.

Common problems of administrative and financial support for the NDGs and capacity building within them have been identified in respect of: (i) briefing the concerned authorities, particularly new ACs, about the principles of action, modes of operation and the basic characteristics of APEID; (ii) rationalizing the monitoring of follow-up of APEID activities; (iii) assuming new responsibilities of leadership roles during the third cycle in joint innovative projects, on more sophisticated approaches to meeting the problems of disadvantaged groups, and for the promotion of scientific and technological creativity; (iv) devising mechanisms for supporting evaluation studies of innovative programmes/institutions; and (v) maintaining continuous and regular contact with ACs through periodic conferences/workshops.

Guidelines need to be established for recomposition of the NDGs, new types of NDG operations, tapping new types of needed human resources.

In particular, consideration should be given to: (i) inclusion of expertise from other departments and research institutions engaged in development tasks; (ii) seeking representation of the NDGs on national bodies responsible for policy planning and development in the social and economic fields; and (iii) enabling educational innovators to attend the meetings of the NDGs.

b) Associated Centres (ACs)

In view of the growing demand for the association of centres, the Fourth RCM had recommended that the countries should associated one centre for each 'area of innovation', and that this centre should become the co-ordinating link, among the institutions operating in the same area whithin the country; and also between the countries, if necessary through the NDGs. One country has tried to implement this approach; in the case of a few other countries, a group of centres rather than individual institutions have been associated. These experiences need to be considered by other countries of the network to develop a national subnetwork, by problem areas, all contributing to a National Programme of Educational Innovation for Development.

Care should, however, be taken not to confine innovative activities on only macro-level activities to be implemented routinely by subordinate agencies and groups. On the contrary, the Associated Centre should be encouraged to view its role as promoter and facilitator of innovation in its own area of responsibility. This is necessary to stimulate innovative activities at the grass-roots level.

The participation by the centres in APEID has been rather uneven. A few centres have not contributed much to the exchange of information, experiences and persons. The problems which need attention are: (i) relationships between ACs, National Commissions, NDGs and other institutions involved in planning or implementation of educational policies, reforms and innovations; (ii) the factors inhibiting the participation of centres as host or beneficiaries; (iii) the direct exchanges of information among the ACs; (iv) supplying of information to ACEID on publications in national languages on educational innovations; and (v) lack of expertise for follow up and monitoring of innovations.

To derive full benefit from the wealth of expertise and experiences available in the network and disseminate it to other relevant projects and institutions within the country, and also to be able to make available the centre's own experiences generated in the course of its own work in the national context to the regional network, it is necessary that the continuity of innovative activity by a centre should be ensured, if necessary, through the institution of a unit within the centre for this purpose.

The Programme has introduced two new methods of operation during the second cycle: attachments and joint innovative projects. These two methods of operation require different types of exchanges and inputs. Although the experience is brief, but in view of the great importance attached to these two new modes of operation by the Member States, the ACs' roles and their inter-relationships under these two modes need to be critically reviewed during the evaluation exercise for the second cycle.

The two new methods of work should receive assistance from ACEID both in terms of funding and technical inputs. A study by ACEID may also be necessary to determine commonalities of interests and to institute a system of co-operating centres for the joint innovative projects.

The third cycle would bring new kinds of concerns into focus. What these would require in respect of the association of new centres, re-organization of existing centres or sub-networking of the existing centres, would need some preliminary exploration which could be attempted during the evaluation exercise. The role of research in general, of the need for emphasis on basic disciplines in technical and vocational education, of the importance for special approaches to be employed for different kinds of disadvantaged groups, would perhaps call for re-orientation of the roles, relationships and even scope of the work of ACs within APEID's context, for operations at the national as well as the regional level.

More important will be the role of the Associated Centres which have institutions for experimentation with innovative practices with a view to testing their utility for incorporation in the on-going programmes of the country.

c) Regional Consultation Meeting (RCMs)[1]

The Sixth Regional Consultation Meeting had provided new foci for the work of the future RCMs, both in regard to preparatory action at the national levels and briefings on innovations in other sectors during the meetings. Equally important is the type of preparatory action which should be expected from the institution which plays host to the RCM. This should include, among others, systematic, detailed and timely preparations in collaboration with the NDG for project visits, local documentation, conference facilities, accommodation and transport.

As the RCM shall continue to play a key role in establishing the objectives of the Programme, setting its priorities, reviewing progress, making evaluation and setting guidelines for further co-operative action, it should continue to meet annually. The recommendations of the Fourth Regional Consultation Meeting regarding participation in the Regional Consultation Meeting are endorsed. However, additional participants may be invited in the light of the special task to be performed by a particular Regional Consultation Meeting.

d) Asian Centre of Educational Innovation for Development (ACEID)

In view of the new thrusts recommended by this meeting for the third cycle of APEID, ACEID would have to acquire competencies in several new areas. One way to handle the situation would be to expand the scope of attachments so that ACEID could invite guest scholars to work in ACEID on new dimensions of APEID. The staff development within ACEID would require, among other steps, much more frequent contacts between ACEID staff members, the ACs and NDGs. This has to be considered particularly with reference to: (i) the least developed countries for which much more needs to be done than was possible in the past;[2] (ii) those Associated Centres which have the competencies but have not been participating in the Programme; and (iii) the development and implementation of joint innovative projects.

---

[1] The Committee observed that the successive Regional Consultation Meetings, during the course of the third cycle, should continue to improve the Programme in all its aspects - the priorities, the methods of work, and the mechanism - on the basis of periodic evaluations and in the light of the emerging trends as the countries may identify from time to time.

[2] The Advisory Committee put considerable stress on assisting the least developed countries in their educational development programmes, and identified the following: providing financial and technical support to build national capabilities; promoting exchange of experiences and joint studies; convening at and by the national centres of educational development, planning and research of more regional activities such as high-level workshops; provision of technical and financial support to identify, prepare and implement projects such that the experiences and expertise of all the least developed countries could be mutually shared; and designing of special projects incorporating: (i) a training component to enable key level as well as middle level programme staff to acquire the knowledge, skills and experience needed for their developmental tasks; and (ii) a programme component aimed at institutional development to ensure that key-level persons are enabled to work jointly and continuously on educational problems both at the level of decision-making and of implementation.

2. Methods of work

APEID's 'methods' reflect the following principles of action:

a) Sharing and exchange of experiences through co-operative endeavours among the Member States, based on their respective expertise and resources;
b) Co-operative planning and organization of activities, appreciating that the Member States are in the best position to know about their needs and problems and to decide on the solutions;
c) Flexibility for the Member States to be selective in their participation in APEID activities, bearing in mind relevance, follow-up action and multiplier effect;
d) Periodic and systematic evaluation of each activity through regular feedback information from participating Member States; and
e) Promotion of bilateral or sub-regional co-operation and collaboration among Member States having similar problems and needs.

The methods should further be guided by the following strategies: (i) local leadership; (ii) community participation; (iii) use of indigenous low-cost materials and resources; and (iv) translation into national languages where needed, of publications generated as a result of co-operative activities at regional, sub-regional and national levels.

Recently, two new emphases were suggested for the APEID activities, namely: (i) policy-oriented research; and (ii) anticipatory planning, which should guide the design of activities during the third cycle.

The following suggestions are offered for effecting improvements in APEID's methods of work.

a) Mobile Team for In-country Training Workshop

This method has proved very helpful to the Member States in meeting their specific training needs. However, in order to enhance the effectiveness of this method, it is suggested that the country seeking assistance should hold a preparatory workshop for exploring directions, priorities and problems and specific elements which the national team should study during the study visit phase. The role of each member of the team on his return from the study visits should also be determined, and in the light of that role, it should be identified what aspects of projects in other countries should particularly be studied by each member. Equally important is to decide the monitoring mechanisms and schedules to be followed by the AC and the NDG in the context of follow-up actions to be taken in the country.

The report of the preparatory workshop should be made available to the host centres of countries to be visited well before the study visit phase to enable the hosts to draw up meaningful programmes. It would be desirable to limit the number of projects to be visited and spend more time on selected projects rather than attempt to cover a number of countries and projects.

b) Attachments

The present scope of attachments is limited to interns and resource persons. However, in view of the emerging new thrusts and demands on the Programme, it appears necessary to add a new category under which guest scholars may be invited by ACEID or ACs hosting regional meetings/sub-regional meetings. Particularly, in connection with the joint innovative projects, the guest scholars could assist in designing the activities and preparing documentation and instruments.

Considering the magnitude of the need, the existing financial provision is woefully inadequate and needs to be increased manifold. The possibility of instituting long-term attachments, initially for the least developed countries, on an experimental basis, involving Associated Centres of more than one country, should be explored.

c) High-level Personnel Project Study and Seminar

This method has proved effective for exploring issues and problems, identifying growth-points and suggesting guidelines for solving the problems. It is necessary that the 'project study' should be integrated into the overall design of the activity. One way would be to break up the activity into three phases:

Phase I : review and synthesize experiences with preliminary formulation of suggestions;

Phase II : visit projects, document them in the light of the synthesis, and examine the feasibility of preliminary suggestions;

Phase III : further elaborate the synthesis and rewrite the suggestions, taking into account the outcomes of the first and second phases.

d) Development meetings

As it is at these meetings that the technical details of the projects are worked out and symposia of experiences are developed, it would be most helpful if these meetings are preceded by group discussions both in the host and participating countries for making an in-depth and inter-disciplinary review of the issues involved to be considered at these meetings.

The relevance of the activity to the country as a whole and to the centre from which the participant is selected should be clearly established in terms of the relation of the expected outcome to the future activities and plans of the country and the centre or project. Instruments need to be developed for monitoring of follow-up actions after the meeting.

e) Joint Innovative Projects[1]

'Joint innovative project', as a method, is being used under APEID

---

[1] The Advisory Committee recommended that the joint innovative projects as under APEID and similar activities suggested under other programmes of the ROEAO should be directed to development of expertise in the Member States in undertaking research and evaluation to improve their capacities in design, implementation and assessment of programmes and projects.

for the first time from this year. Considerable thought was given to designing such projects and establishing criteria by the Fifth and Sixth Regional Consultation Meetings. It is desirable to further explore this method of work, particularly in respect of identification of the operational steps, the monitoring of the projects and the exchange of information among participating countries, which could vary from country to country.

The following activities are indicated as an example:

i) Before initial design and planning for a project, each country may organize several informal meetings of the staff of the centres and projects participating in the project; and

ii) The design and planning meeting itself could be divided into three phases: (a) sessions to enable participants to familiarize themselves with projects in other countries and to formulate tentative suggestions on the design, methodologies, techniques, tools and the schedule of studies; (b) sessions on joint study of the host country's project to provide opportunity for intensive study of the project with particular reference to ascertaining the feasibility of the tentative suggestions formulated during the first phase; and (c) final session to further consider the guidelines and finalization of the report on the state of art, gaps, and growth-points as well as country-wise guidelines on design, methods, techniques, tools and schedule of work. Furthermore, as suggested earlier, ACEID should make a study to find out the commonalities of interests and suggest a system of co-operating centres.

In view of the concerns expressed by this study group under other agenda items, particularly relating to the new thrusts for the third cycle, this method of operation should receive more attention.

f) Exchange of information

Much more attention needs to be given to information and media development and their dissemination. Steps should be undertaken to expand the network of the disseminating centres, strengthen the co-operation with other international and regional networks for educational innovation, and reinforcement and improvement of the Regional Educational Media Resource Exchange Service (REMRES).

Particular attention needs also to be given to the translation of documents prepared under various APEID activities into national languages and identifying materials developed in the countries in their national language and translating them into English for wider dissemination within the network. Suggestions to this effect have been made under proposed strategies to be used for various APEID activities.

Attention is also invited to the activities suggested under the problem areas, particularly the one entitled 'Development of information data processing and computerization'.

g) Follow-up actions

ACEID should make a study of the existing mechanisms, methods and procedures for follow-up of APEID activities and suggest suitable measures

for improving such action in the countries. The item may also be taken up for detailed study by a future RCM.

The NDGs may be invited to arrange de-briefing of the participants of APEID activities.

Part III

THE SCOPE AND DESIGN OF THE THIRD CYCLE: A PRELIMINARY FRAMEWORK

The primary focus of regional co-operation in APEID is, and should continue to be, educational innovation directed to social and economic development and reform. Innovation in education is not a goal or an end in itself. It is a process of planned change specifically designed to achieve certain goals. In the context of the region of Asia and Oceania, the main goal of educational innovation is development.1/ Educational innovation is thus seen as an energizing force for the achievement of social, cultural and economic development, and regional co-operation in this field as a means of pooling efforts, of sharing risks and of benefiting from jointly guided experimentation. The main objective of APEID has been, and this should continue, to increase each Member State's capability to solve its own problems of development and reach its own goals.

The Meeting considered the suggestions on new thrusts and concerns as formulated by the participating countries, based on the discussions held with their respective National Development Groups. The suggested thrusts and concerns were discussed in the Meeting and later categorized under nine problem areas. The Meeting noted that the educational innovations in the participating countries have undergone a qualitative transformation: instead of piece-meal changes directed at minor improvements in different aspects of education to cope with problems through ad hoc measures, the approaches are increasingly based on research and long-range planning and, in several cases, connected with the study of feasible futures.

The emphasis on further expansion of the qualitative dimension is quite clear when one finds increasing reference to education for meeting the new challenges of the 1980s, and even to visualizing anticipated situations by the end of the century. This is a far cry from the simple basis which was used during the 1970s when APEID was launched. The thrusts which have been suggested by the Meeting, having been based on the anticipated priorities of the Member States in benefiting from inter-country exchanges and co-operative action, reflect the same level of sophistication and the same futuristic orientation.

1/ The Advisory Committee stressed that more emphasis should be laid on a rethinking of the relationship between education and development, including such issues as cultural and historical development in harmonization with modernization, education as a developmental goal in itself, etc.

Planning and programming for the third cycle of APEID

In synthesizing the suggestions made by the Member States in their country papers and presentations at the Meeting, the Meeting took into account the recommendations of the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (MINEDASO IV), the general suggestions and observations of the Sixth Regional Consultation Meeting on APEID for implementing the recommendations of MINEDASO IV, and the suggested activities and budget of Unesco which are reflected in its draft document 21 C/5.

The Meeting urged that an earnest effort be made to provide, on the request of the Associated Centres, the services of resource persons, for short periods of time, from other centres in the region. This service to be provided under APEID, it was observed, is a necessity because of the new dimensions in which the Associated Centres would be involved. It was further pointed out that ACEID would need to make intensive use of resource persons from within its network to help in the performance of its responsibilities, particularly in respect of the new thrusts proposed for inclusion in the third cycle. Provision for resource persons and internships will therefore have to be increased manifold under the attachment programme in the third cycle.

The Meeting also strongly endorsed that the four key features of APEID should continue to be the guiding principles and be further strengthened during the third cycle. These are:

First, the Programme has been, and should remain, in constant evolution. Built-in evaluation in all its methods of work and activities, the flexibility of APEID's design, and a whole set of mechanisms and processes which have been instituted, should be further strengthened, in order to ensure even more prompt responsiveness of the Programme to the emerging development concerns in the participating countries.

Second, the principle that the Member States jointly design, execute, supervise and evaluate the Programme and relationship among them is based on reciprocity for mutual learning and self-reliance, need to be emphasized. Any change in the mechanisms and methods of work should be aimed at progressive approximation to these ideals.

Third, the Programme has stressed and should continue to emphasize that a strategy of education for development requires that a selective approach be adopted towards possible innovations. APEID should therefore encourage the Member States to identify and undertake innovations which respond to well-defined and high priority needs as identified by them and accordingly participate in relevant APEID activities.

Fourth, the Programme should help build national capabilities for undertaking co-ordinated sets of changes in the education system, such that these are contributory to realizing national development goals. In this process, it should be borne in mind that educational changes are a component of, and need to be integrated into, broader development processes. This follows from a clear recognition of the multi-dimensional nature of development.

The Meeting also noted that expertise in new dimensions would have to be brought into the APEID institutional network in order to effectively support national efforts in new directions through co-operative action

and exchanges. This is particularly necessary because the Meeting reaffirmed the principle that APEID activities should continue to be organized by and through the Associated Centres so that the continuity of action in accordance with the guiding principles of APEID is maintained.

The Meeting emphasized that the primary emphasis of APEID on linking education to development goals should continue to guide the formulation of programme activities and their implementation in the third cycle. Towards this end, the Meeting recommended that within this framework, special emphasis[1/] should be placed on strengthening national capabilities in:

a) anticipatory planning relating to innovations linked with development;
b) development of professional support services in innovations;
c) experimental and developmental research including evaluation;
d) enhancing the relevance and contribution of education to other development sectors (agriculture, health, etc.).

1/ The Advisory Committee stressed that techniques of project identification, preparation, assessment and evaluation need to be further strengthened, especially through an integrated programme of studies and regional, sub-regional and national training courses.

Problem Areas[1]

I. Universalizing education: Access to education at first level by both formal and non-formal means

Universalizing education refers to the achievement of equal access to education and equal educational opportunity. There is a growing concern in many developing countries of the region that the benefits of the economic growth have not been equitably shared. In consequence, the social structure has been riven by disparities among different segments of the society. The development strategies of the countries are now being focused more and more on equitable distribution of development benefits. Equal educational opportunity has a decisive role in facilitating social cohesion and mobility, and thus promoting economic productivity.

Although the main target population of educational innovation is children and youth, in the developing countries of Asia and Oceania, the problem of achieving equal educational opportunity and equal access to education is centred on certain specific population groups, e.g., girls and women, population in rural areas. APEID will therefore include activities directed to the educational opportunities for such weaker groups.

To contribute to the strengthening of national capabilities for:

a) Promoting equality of educational opportunities

i) Accelerating education of girls and women: Support for further development of education for girls and women;

ii) Enhancing educational opportunities for special groups: support for development of education for disadvantaged population groups. (Each group is a special category by itself and would need a special educational programme, often conceived and conducted in the context of a wider national development project. The groups to be covered are: (a) very poor; (b) sparsely populated; (c) hill tribes; (d) physically handicapped, mentally retarded, deaf,dumb and blind; (e) culturally deprived minorities; and (f) urban slums;

iii) Study of structures, contents, methods, training of personnel and instructional materials especially low-cost textbooks and reading materials with particular reference to community participation;

iv) Study on anticipatory planning, better articulation between the first and next higher stage of education, and alternative forms of pre-primary education;

v) Support for professional services to inadequately trained staff and further development of built-in formative evaluation in new projects and on-going educational programmes.

---

[1] Referred to as 'Areas of Focus' by the Advisory Committee.

b) Improving health and nutrition

i) Support for education for better health and nutrition as an integral part of the educational process.

II. Education for promotion of scientific and technological creativity

Science and technology being crucial to national development efforts, the Member States are building up their own national capabilities in order to free them from too much dependence on imported technologies. Towards this end, there is a growing realization that scientific and technological talent should be fostered as a matter of high educational priority and that this process should begin from the earliest stage of education. At the same time, the importance of building scientific attitudes, understandings and skills among the population in general is regarded as essential for a major national thrust in the development of technology and the creation of a climate supportive of scientific and technological creativity.

Opportunities for co-operative action and sharing of experiences under APEID for innovations in science and technology curricula, teaching methods, instructional materials and professional support of such innovations are available and would be eagerly sought by the participating countries of APEID during its third cycle.

For public information and understanding, several participating countries have already established institutions and programmes such as science museums, science fairs and exhibitions, and science and technological clubs which are sources of experience, expertise and ideas for promoting mutual learning in this field during APEID's third cycle.

To contribute to the strengthening of national capabilities by:

a) Organizing co-operative action for the joint study of innovations in curricula, methods, materials for instruction, particularly low-cost textbooks and reading materials, and pupil evaluation programmes;

b) Promoting inter-country exchange of experiences in the formulation, implementation and evaluation of programmes in pre-service, in-service and continuing education of teachers and other educational personnel concerned with science education, and training activities for key educational personnel with study tours and use of mobile teams;

c) Promoting co-operative design, development and use of self-learning and distance learning materials for students, teachers and supervisors engaged in science and technology education;

d) Strengthening of facilities for identification of scientific and technological talent and development of programmes suited to their abilities, interest and age;

e) Strengthening of institutions and groups and stimulating the establishment of facilities and programmes for recognition and further development of scientific, mathematical and technological talent in the countries among the youth and working population, particularly in deprived areas;

f) Strengthening of facilities and activities for public understanding of and support for science and its applications, particularly with regard to conservation of resources, protection of environment and use of non-traditional forms of energy;1/ exploring new approaches and methods in disseminating scientific information on discoveries and inventions in general and the work and accomplishments of national institutions and scholars in particular.

III. Educational technology with stress on mass media and low-cost instructional materials

To cope with the problem of lack of resources to meet the educational needs implied in national development plans, more and more countries are turning to educational technology with stress on the use of mass media and innovations directed to the development of instructional materials (including textbooks and reading materials) of high quality at reasonable cost. Whereas such use of educational technology is envisaged in the development plans of most countries, the experience in organization, administration, preparation and use of educational technology programmes, particularly the mass media, is currently limited to a few countries. APEID's mechanisms have been used increasingly during the second cycle for sharing the available experience and expertise of the region, and this demand is likely to grow manifold during its third cycle. Many of the innovations for reorienting the education system to meet the national development goals, such as universalization of education, integrated rural development and development of science and technology, are contingent on the availability and innovative use of mass media, particularly radio and low-cost instructional materials.

To contribute to the strengthening of national capabilities for:

a) Developing mass media (especially radio) and distance learning systems integrated closely to the education system and for providing educational opportunities through non-formal avenues;

b) Preparation and production of instructional materials (including textbooks and reading materials) of high quality at reasonable cost;

c) Preparation of professional support personnel;

d) Linking education with development programmes for rural/urban areas and disadvantaged groups.

1/ The Advisory Committee stressed that, whenever practical, educational programmes related to the problem of conservation and use of scare resources and environmental protection should receive further emphasis.

IV. Education and work

In order to make technical and vocational education more relevant to the changing structure of modern science and technology and to help individuals of the Member States adjust successfully to a continually changing technological society, it is necessary that the Member States make efforts to strengthen the links between technical and vocational education and the world of work, seek ways and means to integrate them with general education, and participate in exchanging information, ideas and experiences concerning technical and vocational education.

The emphasis of the programme on particular problem areas in learning and teaching is essential in order to maximize its impact. However, questions are thereby raised concerning balance and integration in the curricula of educational institutions. These may be addressed by investigations into concepts and selected practices in core and basic curriculum, and the relationship between specialized and general education.

To contribute to national capabilities by:

a) Stimulating the continuous expansion of knowledge base for linking education to life and the world of work, and developing in the youth proper attitudes, understanding and skills required for work in the modern and traditional sectors, and continually renewing the education systems to adjust to technological changes and employment opportunities;

b) Promoting joint studies on alternative approaches to co-ordinate the use of existing institutions, enterprises and work places; on alternative institutional arrangements, training programmes, methods and materials, and evaluation and certification schemes used in the region; and on the feasibility of different models and their variants under varying socio-economic and educational conditions obtaining in the countries of the region;

c) Promoting co-operation in the development of core curricula, teaching methods, modular and other types of materials, for vocational and technical education, and training of teachers and other personnel;

d) Sponsoring joint studies on science and mathematics to match the changes envisaged in technical and vocational courses;

e) Promoting establishment of research facilities for the study of trends and future requirements for skills, and formulation of policies and strategies for preparing profiles of personnel and for the needed training and retraining;

f) Arranging joint studies by the Associated Centres on problems and issues, like brain drain, vocational guidance, vocationalization of secondary education, use of non-school resources, links between non-formal education and formal education, appropriate technology, and co-operation between industry and educational institutions;

g) Promoting exchange of information and experiences in the interlinkage between education and work.

V. Education for integrated rural development

Integrated rural development programmes have been launched by many countries. Education has an important and indispensable role in the total process of rural transformation. The success of such endeavours would depend on a co-ordinated set of activities in which education interacts with other factors. Most of the actions for the educational component of the programme would have to be developed jointly by inter-agency and interdisciplinary task forces working in close collaboration with the local communities. APEID has been involved in such programmes since its inception. The new thrusts of the third cycle would be on more creative approaches such as making education focal to rural development, promoting policy-oriented research, raising the level of technology particularly in programmes of agricultural, vocational and health education, and improving the facilities and educational programmes of rural schools.

To contribute to national capabilities by:

a) Organizing collaborative efforts among concerned agencies, institutions and departments for raising the capability of national institutions to modernize and upgrade education for integrated rural development, particularly in vocational, agricultural and health subjects, relating them to the conditions in rural areas and the values, attitudes and habits of the rural population;

b) Co-operative development of core curricula in education for rural development, in particular in vocational, agricultural and health subjects, exemplars of instructional materials, and analytical studies of methods of teaching and evaluation and of management and supervision;

c) Stimulating the organization of continuing education of teachers, teacher educators and other educational personnel, including personnel of other agencies and communities, and providing professional support for the purpose;

d) Promoting the establishment of infrastructure for research and policy studies on alternative organizations, structures, planning, management and methods, linking of formal and non-formal education, and co-ordination between different hierarchical levels, with emphasis on participatory approaches and community involvement.

VI. Education for strengthening links between culture and development

The assertion of cultural identity is now widely recognized as an essential part of the rights of all men. Furthermore, quantitative definition of growth is gradually being replaced by the richer concept of overall development which gives cultural dimensions their full significance. Responding to this new trend, APEID in its third cycle will carry out innovative activities aimed at the strengthening of links

between culture and development through the promotion of moral, ethical and aesthetic education[1]/ *based on the indigenous social and cultural values and aspirations, to give children and youth adequate work ethics and a sense of involvement so that they will be more effective in their participation in the harmonious and more humane development of any community.*

To contribute to national capabilities by:

a) Strengthening of knowledge base and methodologies for teaching of moral, ethical, humanistic and aesthetic values;

b) Promoting study of national beritage, with particular reference to education and social change with a view to promoting national unity, and how development strategies have been influenced by national values and cultures;

c) Development and exchange of information and experiences in relating cultural values, multi-culturism and traditions to development strategies, international understanding and co-operation, and the mediatory role of education in this process;

d) Sponsoring joint studies on problems and issues, potentials and limits of the topic, interaction between science and culture, and exploration of alternative approaches to maximize benefits and reduce risks in linking culture and development.

VII. Improvement in the quality of teachers and other educational personnel

The changing roles of and increasing demands on teachers and other key educational personnel for development make imperative the need to improve the quality of their professional preparation. Towards this end, APEID should promote training and research programmes, and provide more effective professional support service.

To contribute to national capabilities in:

a) Training of teachers, teacher educators and other key educational personnel;

b) Research on improving the effectiveness of teacher education;

c) Developing and providing professional support to teachers and other key educational personnel to enhance their capability for innovation and implementation of changes in education.

---

[1]/ The Advisory Committee stressed that, whenever practical, educational programmes related to the moral and ethical values in society should receive further emphasis.

VIII. Co-operative research related to educational innovation[1/]

Research on topics pertinent to the current problems of the region is important because the sharing of information and experience alone will not be adequate to meet the rising needs and expectations of the participating countries. To meet such needs, APEID should encourage and, wherever possible, assist Associated Centres of groups of participating countries to undertake joint and co-operative researches aimed at developing greater capabilities for educational innovations directed at solving their problems. The findings of these researches should be made available to all the participating countries.

The research undertaken should have the following features:

a) Action research for creating knowledge base for educational innovations which would in turn enhance national capabilities for changes in the education system in order to contribute to the achievement of national development goals.

b) The research on the same topic would be undertaken by several countries participating in APEID and facilities to be provided for enabling the research teams to make co-operative design of the project for exchange of experiences and discussions of the findings and their implications for educational innovations.

The topics for research would be selected from time to time in three ways: (i) proposals received from the countries participating in APEID; (ii) topics suggested by ACEID; and (iii) topics decided by the Regional Consultation Meetings or proposed during other activities of APEID.

Apart from the thrusts of the third cycle, another basis for identifying the topics for co-operative research is the implications for the education system and educational innovation of the socio-economic and cultural development in the Member States.

Regional and international co-operation will be devoted to the joint study of the best method of utilizing the results of co-operative research for the development of educational processes.

Comparative studies will be undertaken on alternative feasible futures as a basis for and with particular reference to futurism in education and new roles and means for education.

1/ The Advisory Committee stressed that more emphasis should be laid on developmental research related to the social forces that affect educational change and innovations. The research capability of countries in this field should be further supported; regional co-operation should not only focus on the exchange of facts and practical experiences but increasingly also on sharing research results on causal relationships between education and development, with a view to make learning an endogenous process and not an imitation from other countries.

IX. Development of information, data processing and computerization

The Member States have indicated strong interest in reinforcement of information and media resource development and exchange. The existing institutional mechanisms, methods and procedures would be improved in the light of suggestions made earlier in this report under 'Renewal of Institutional Mechanism and Methods of Work'.

Several new thrusts, particularly those involving new techniques and means would also need to be undertaken.

To contribute to national capabilities, the regional action would involve:

a) Establishing a network of information and media exchange and documentation services in educational innovations;

b) Strengthening the co-operation with other international and regional information and documentation networks;

c) Organizing training courses for the staff of Associated Centres involved in data processing and dissemination of information on educational innovations;

d) Expanding APEID's institutional network to bring into it expertise in the varied uses of microprocessors and modern data processing techniques;

e) Promoting studies on the educational uses of microprocessors and cost-effective ways of introducing them, firstly in studies related to management and to vocational and technical education;

f) Supporting exchange of views on the use of new technologies in data processing for education.

Part IV

PREPARATORY ACTIVITIES FOR ELABORATING THE SCOPE AND DESIGN OF THE THIRD CYCLE OF APEID[1]

The further development of the design and scope of the third cycle should be undertaken through the following activities:

1. ACEID may send copies of the report of the present Meeting, together with the observations thereon by the Advisory Committee on Regional Co-operation, to the Chairmen of the National Development Groups. In addition, the following documents should be prepared, country-wise, and supplied to the respective National Development Groups: (a) The participation of the country since the inception of APEID, indicating the nature of the activity, the outcome of the activity and the institutions and educators of the country involved; (b) A general note reviewing the progress of APEID in the first and second cycles presented by 'areas of innovation' giving a consolidated account of the progress made so far. Indication should be provided whether the country had taken part in the activities related to various 'areas of innovation' and if so, the names of the country participants.

2. The Chairmen of the NDGs will, it is hoped, convene a special meeting of the NDGs comprising not only Heads of Associated Centres, but also representatives of other concerned development sectors. At the meeting of the NDG the Report of this Study Group Meeting will be discussed in detail with special attention to the selection proposed by this Study Group Meeting of the problem areas and the emphases and thrusts envisaged under each problem area, with a view to determining whether these problem areas are in accord with national development policies and programmes. The NDGs' endorsement of the recommendations of this Study Group Meeting or suggestions for modifications in the problem areas or the thrusts and concerns will be an important input in determining the final shape of the third cycle of APEID.

1/The Advisory Committee noted that APEID offered one of the most effective forms of technical co-operation in the field of education. It considered that the strategy and mechanisms whereby programmes are jointly designed, executed and evaluated by participating Member States, could be more extensively used /even/ in other programmes.

Preparatory activities for elaborating the scope and design

Another outcome of the NDG meeting should be the identification of the Associated Centres and other institutions concerned with particular problem areas, documenting their activities and making specific suggestions on the interest of such institutions, in particular in the suggested activities and/or other activities that may be considered more appropriate under the same problem areas by the institutions in relation to their projects and plans.

3. ACEID should invite scholars from the participating Member States and Associated Centres to help ACEID in elaborating APEID in the third cycle in the light of the suggestions received from NDGs (para 2 above) and in preparing the proposals for the consideration of the next Regional Consultation Meeting.

4. The next Regional Consultation Meeting, scheduled to meet early in 1981, will review these proposals in conjunction with the evaluation report and recommendations pertaining to the third cycle, and suggest the scope, design and work plan for APEID's third cylce.

ANNEX I

AGENDA

1. Election of Officers of the Meeting
2. Consideration of the Provisional Schedule of Work
3. Secretariat's statement on:
    a) Evaluation of the first-cycle programme of APEID
    b) Second-cycle scope, design and mechanisms of APEID
    c) Second-cycle thrusts and concerns of APEID
4. Presentation of papers by the participants, focusing on the third-cycle programme of APEID
5. Development of guidelines and methods of evaluating the second-cycle programme of APEID
6. Recommendations on mechanisms, methods, approaches to be used for developing the scope and design of the third cycle of APEID
7. Identification of new thrusts and concerns
8. Recommendations on preparatory studies and specific activities to be undertaken by the Associated Centres/National Development Groups, and which could be included in the third-cycle work plan of APEID
9. Consideration and adoption of the draft report, and closing of the Meeting

ANNEX II

Address of Welcome by Mr. Raja Roy Singh,
Assistant Director-General of Education, ROEAO
on 5 April 1980

Distinguished Participants,
Ladies and Gentlemen,

It gives me great pleasure to extend to you, on behalf of Unesco and on my own behalf, a cordial welcome to this Meeting of the Planning and Programming Study Group on the Asian Programme of Educational Innovation for Development, and to take this opportunity to express to you the appreciation and gratitude of my Organization for your positive response to our invitation to this Meeting. The distinguished participants in this Meeting and the organizations with which they are associated are amongst those who have been closely associated with the Asian Programme of Educational Innovation for Development, and have strengthened the Programme by their varied contributions over the years. If the Asian Programme has come to symbolize the spirit of co-operation, it is because from the very beginning it has been looked upon as nothing more than what the participating Member States jointly create.

The present Planning and Programming Study Group is, you would recall, the outcome of a recommendation of the Sixth Regional Consultation Meeting on APEID which was held at Bangalore last year. APEID will be concluding the second programming cycle in 1981. This second programming cycle started in 1978, and was preceded by the first programming cycle covering the period 1975-1977. The time has arrived, therefore, that we should think forward to what APEID should be and what it should do when the new programming cycle starts.

It is most fortunate that this first meeting of the Planning and Programming Study Group takes place just before the First Session of the Advisory Committee on Regional Co-operation in Asia and Oceania. You would recall that the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (MINEDASO IV) had recommended to the Director-General to constitute a Standing Advisory Committee with a view to strengthening systematic and regular consultations among the Member States for reinforcing regional co-operation. The General Conference of Unesco approved the establishment of a Standing Advisory Committee and the Director-General has now convened it to meet at Bangkok on 9-14 April 1980. APEID, as a leading example of regional co-operation, offers to the Advisory Committee the opportunity to review its evolution.

Your Planning and Programming Study Group has two highly important tasks to address; the first is to suggest how the working of APEID

in the second programming cycle should be evaluated. In this connection, we look forward to your helping in developing guidelines for the evaluation that you suggest should be done. The second task is to identify the new thrusts and concerns to which APEID should address itself in the third cycle. Associated with this task is the need to examine the mechanisms and methods of work of APEID and to suggest what changes are to be made in the third cycle. Your reflections and recommendations will be considered by the Advisory Committee next week, and thus will start the process of collective thinking and action in developing the new programmes of APEID in the coming years.

The thinking on the renewal of the scope and design of the Programme has been a continuous activity undertaken annually at the Regional Consultation Meetings and several times during the year, with respect to specific themes or methods of work in regional, sub-regional and national activities. There is thus available a body of recommendations to consider. Apart from this source of ideas and insights, my colleagues in this Office have undertaken a series of consultations in a number of countries on the new priorities and emphases to ensure better linkage between APEID and the national concerns as they are emerging or foreseen in the participating countries.

Let me recount three features of APEID which, in my opinion, need to be reinforced, from one cycle to another.

First, the Programme has been, and should remain, in constant evolution. Built-in evaluation in all its methods of work and activities, the flexibility of APEID's design, and a whole set of mechanisms and processes have been instituted, and should be strengthened, to ensure even more prompt responsiveness of the Programme to the emerging developmental concerns in the countries, to fresh additions to know-how and to new technologies.

Second, the principle that the Member States jointly design, execute, supervise and evaluate the Programme and relationship among them is based on reciprocity for mutual learning and self-reliance, need to be emphasized. The changes in the mechanisms and methods of work have been, and should be, aimed at progressive approximation to these ideals.

Third, the Programme should build national capacities not in promoting isolated innovations, but co-ordinated sets of changes in the educational system, such that these are contributory to changing national development concerns, never ignoring the fact that the educational changes are a component of, and need to be integrated into, broader development processes. This follows from a clear recognition of the multi-dimensional nature of development.

The institutional mechanisms, like National Development Groups, Associated Centres, Regional Consultation Meetings and ACEID; the methods of operation devised for promoting mutual exchanges and co-operative action, and progressive development of information and material resources and services, have been reviewed from time to time. To look into them and to suggest improvements would be an important task before you. Like

APEID itself, its institutions and instrumentalities are relatively young. These have to be strengthened further for the effective pursuit of the ends of APEID, with particular reference to the new roles that the institutions have assumed in recent years, and the new methods like "attachments" and "joint innovative projects" which are now being launched. Any new objectives which may be envisaged for the third cycle would also call for suitable adjustments in the mechanisms of implementation.

The Programme has, by its very nature, to focus, on the one hand, on the changing developmental concerns of the Member States, and on the other, identifying and utilizing the resources of experience, expertise and insights in education which are building up in the region. No doubt there has to be, in addition to it, a collective effort, to identify gaps in national capabilities, particularly in relation to anticipated problems and needs, and to launch special, generally accelerated and innovatory measures, to fill them.

Initially, the Programme was organized by areas of education. The development themes to which these changes were related were identified during the course of implementation of the Programme's first cycle. A departure from the approach was made in organizing the second cycle. Development themes emerged as the major foci. The country experiences were analysed under appropriate development themes. Implications of the analysis for innovation by areas of education were worked out. However, the activities were planned under educational aspects and called areas of innovation. In the final work plans, development themes as well as the areas of education served as complementary. It may be possible during the third cycle to integrate the two principles of organization within a common framework.

Your presence here today is an earnest expression of the continued and growing interest of the Member States in the Programme. It was most gratifying to have one after another leaders of delegations refer to APEID at the Ministerial Conference in Colombo in 1978. I would like to avail of this opportunity to express our deep gratitude and appreciation to the national authorities, through you, on behalf of Unesco, my Office and myself.

I would recall in this connection the increased commitment and expanded participation of the countries, and the manifold ways that the countries are contributing in kind, services and cash to the Programme. I would like to mention in particular the increasing support the Programme has been receiving from the Government of Japan. Partnership and assistance of UNDP has been of crucial significance. A most recent expression of its interest is in the form of additional provision made to the Programme for 1980 and 1981 in support of two new activities - joint innovative projects and attachments. We in Unesco are deeply appreciative of this support, and I trust, I am reflecting, in this expression of gratitude, the sentiments also of APEID countries and the participants of the Meeting.

Why did I choose to comment on this favourable environment for the future of the Programme? Partly, if not primarily, to ensure that we are all aware, as we undertake the important exercise before us, of the expectations that Member States and the international organizations have of this Programme. On this note, I declare the Meeting open, with best wishes for success in your deliberations.

ANNEX III

LIST OF PARTICIPANTS

AFGHANISTAN	Dr. Faqir Mohammad Yaqubi First Deputy Minister of Education Chairman of the National Development Group for Educational Innovation Ministry of Education, Kabul
AUSTRALIA	Dr. Malcolm Skilbeck Director, Curriculum Development Centre 136 Brigalow Street, Lyneham, A.C.T. 2606
BANGLADESH	Mr. Abdur Rashid Chowdhury Secretary, Bangladesh National Commission for Unesco Member-Secretary, National Development Group for Educational Innovation House No. 60, Road No. 2/A Dhanmondi Residential Area, Dacca-5
INDIA	Dr. T.N. Dhar Joint Director National Council of Educational Research and Training Sri Aurobindo Marg, New Delhi-110016
INDONESIA	Mr. Soedijarto Director, Centre for Curriculum Development Office of Educational and Cultural Research and Development Ministry of Education and Culture Tromol Pos 297, Kebayoran, Jakarta
JAPAN	Mr. Michihiro Watanabe Deputy Director Educational and Cultural Exchange Division Unesco and International Affairs Department Science and International Affairs Bureau Ministry of Education, Science and Culture 3-2-2 Kasumigaseki, Chiyoda-ku, Tokyo
MALAYSIA	Tan Sri Dato Haji Murad bin Mohamed Noor Director-General of Education Chairman, National Development Group for Educational Innovation Ministry of Education Federal House, Kuala Lumpur

NEPAL	Dr. Ishwar Prasad Upadhyay Joint Secretary, Ministry of Education Chairman, National Development Group for Educational Innovation Ministry of Education Kaiser Mahal, Kantipath, Kathmandu
PAKISTAN	Mr. M.A. Qureshi Joint Educational Adviser Ministry of Education, Islamabad
PHILIPPINES	Dr. Paz G. Ramos Dean and Professor, College of Education University of the Philippines Diliman, Quezon City
REPUBLIC OF KOREA	Dr. Lee Sung Jin Director, Korean Institute for Research in the Behavioural Science (KIRBS) 163 Ankook-Dong, Chongno-ku, Seoul
SRI LANKA	Mr. W. Sterling Perera Director of Education Curriculum Development and Teacher Education Division Ministry of Education, Colombo
THAILAND	Dr. Vichai Tunsiri Director, External Relations Division Deputy Secretary-General, Thailand National Commission for Unesco Ministry of Education, Bangkok
	Mrs. Vanli Prasarttong-Osoth Director, Curriculum Development Centre Department of Educational Techniques Ministry of Education, Bangkok

OBSERVERS

AFGHANISTAN	Mr. Akhtar Mohammed Paktiawal Secretary, Afghan National Commission for Unesco Ministry of Education, Kabul
JAPAN	Dr. Kihei Koizumi Head, Section for Educational Co-operation in Asia National Institute for Educational Research 6-5-22 Shimomeguro, Meguro-ku, Tokyo
SOCIALIST REPUBLIC OF VIET NAM	Mr. Dang Phong Hoan Secretary for Cultural Affairs Embassy of the Socialist Republic of Viet Nam 83/1 Wireless Road, Bangkok

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND OCEANIA, BANGKOK

Mr. Raja Roy Singh
Assistant Director-General
ROEAO

Mr. A. Chiba
Deputy Director
ROEAO

Dr. A. Latif
Chief of ACEID

Dr. M.C. Pant
Specialist in Science Education
ACEID

Dr. H.K. Paik
Specialist in New Methods in
Teacher Education, ACEID

Dr. Thamrong Buasri
Specialist in Curriculum Development
ACEID

Mr. A.I. Dyankov
Specialist in Instructional Materials
ACEID

Mr. Khoo Eng Choon
Specialist in Non-formal Education
ACEID

Miss Charatsri Vajrabhaya
Assistant Programme Specialist
ACEID

ANNEX IV

GROUP MEMBERS

Group A: 1. Development of guidelines and methods of evaluating the second cycle programme of APEID

2. Recommendations on mechanisms, methods, approaches to be used for developing the scope and design of the third cycle of APEID

Chairman : Dr. Malcolm Skilbeck (Australia)

Rapporteur : Dr. Vichai Tunsiri (Tnailand)

Members : Dr. T.N. Dhar (India)
Mr. Soedijarto (Indonesia)
Dr. K. Koizumi (Japan)
Mr. A. Qureshi (Pakistan)
Mr. W.S. Perera (Sri Lanka)

Unesco Secretariat: Dr. M.C. Pant
Dr. Thamrong Buasri
Miss Charatsri Vajrabhaya

Group B: 1. Identification of new thrusts and concerns

2. Recommendations on preparatory studies and specific activities to be undertaken by the Associated Centres/National Development Groups, and which could be included in the third cycle work plan of APEID

Chairman : Dr. Paz G. Ramos (Philippines)

Rapporteur : Mr. A.R. Chowdhury (Bangladesh)

Members : Dr. F.A. Yaqubi (Afghanistan)
Mr. A. Paktiawal (Afghanistan)
Mr. M. Watanabe (Japan)
Tan Sri Dato Haji Murad
bin Mohammed Noor (Malaysia)
Dr. I.P. Upadhyay (Nepal)
Dr. Lee Song Jin (Republic of Korea)
Mrs. Vanli Prasarttong-Osoth (Thailand)
Mr. Dang Phong Hoan (Socialist Republic of Viet Nam)

Unesco Secretariat: Mr. Raja Roy Singh
Dr. A. Latif
Dr. H.K. Paik
Mr. A. Dyankov
Mr. E.C. Khoo

The *Asian Programme of Educational Innovation for Development (APEID)*, initiated on the recommendation of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia (May–June 1971, Singapore) and the authorization of the General Conference of Unesco at its seventeenth session (Paris, 1972), aims at stimulating and encouraging educational innovations linked to the problems of national development in the Asian region.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through their national centres which have been associated by them for this purpose with APEID.

The 19 countries in Asia and Oceania participating in APEID are: Afghanistan, Australia, Bangladesh, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Republic of Maldives, Singapore, Socialist Republic of Viet Nam, Sri Lanka and Thailand.

The Asian Centre of Educational Innovation for Development (ACEID) has been established at the Unesco Regional Office for Education in Asia and Oceania in Bangkok to co-ordinate the activities under APEID and to assist the associated national institutions in carrying them out.

The aims of APEID are:

- to stimulate efforts of the Member States to improve the quality of life of the people through creating and strengthening national capabilities for the development and implementation of innovations in education, both formal and non-formal;
- to encourage the Member States to make all groups (students, teachers, parents, village and community leaders, administrative personnel and policy makers) aware of the need for relevant changes in education (both formal and non-formal) as an essential pre-requisite for the improvement of the quality of life of the people;
- to promote understanding and appreciation of the differences in educational practices and approaches of the Member States, and thereby contribute to international understanding and the creation of a new international economic order.